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ABSTRACT

Originally developed as part of a project for the Department of Defense Schools (DoDDS) system, this learning package on language learning and the young child is designed for teachers who wish to upgrade or expand their teaching skills on their own. The package includes an overview of the project; a comprehensive search of the ERIC database; a lecture giving an overview on the topic; copies of existing ERIC/RCS publications on the topic; a set of guidelines for completing a goal statement, a reaction paper, and an application project; and an evaluation form. (SR)

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Learning Package #43

Language Learning and the Young Child

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OVERVIEW

ERIC/RCS Learning Packages contain just what the practitioner needs for staff development workshops. Workshops can begin with an overview lecture , continue through readings and discussion material, and end with research projects and an annotated bibliography for further research.

Each learning package contains (1) a topic overview: a four-to-six page stage-setter; (2) in most cases, a digest of research: an ERIC summary of research on the topic written by a specialist; (3) a goal statement and a survey form; and (4) an extensive annotated bibliography of ERIC references.

Graduate-level university credit is available. For further information contact Indiana University School of Continuing Studies, Owen Hall #204, Bloomington, Indiana 47405. Enrollment in each course will be limited.

Language Learning and the Young Child

by Marge Simic

Lecture

(All references are fully documented in the enclosed bibliography, or in a reference list following the lecture)

Children's language development begins long before they enter school. Ideally, before children enter school they will have had a wide variety of experiences related to language. Early language learning develops from talking with adults and other children, watching television programs produced specifically for children, adults reading aloud from children's books, and opportunities to look at print and handle many books. Some children may attend nursery school or some other type of preschool program. But more realistically, many children have had limited experiences with language, particularly the language of the school setting. Kindergarten classes represent a wide range of abilities in language because the children have had a wide range of experiences. Some children have had few contacts with groups before coming to kindergarten and may have difficulty expressing themselves, while others are at ease in groups and already show creativity in expressing themselves.

Despite individual variations in language ability, teachers can help each child develop language skills in a natural and

creative way. The emphasis for developing language in the young child is on creativity, spontaneity, and providing experiences that call for use of oral language. Activities should promote familiarity with and ease in the use of language, and help to provide a foundation for growth in all the language arts--reading, writing, speaking, and listening.

An effective language program recognizes that every child entering school has a background of many experiences. An effective program provides experiences that build upon the strengths each child brings to school. Programs must be flexible enough to provide growth and success for all children, helping them to feel confident about themselves and their ability to learn. Teachers must sustain environments where children explore and experiment with language. We must stimulate children's learning by providing opportunities for creative expression, discovery, and critical thinking. Teachers must provide experiences in an environment that will focus on natural communication activities that have meaning for the children involved and provide motivation to use language to learn. Research assures us (Strickland and Morrow, 1989) that children must have an abundance of opportunities to gain new ideas, new impressions, and new feelings, and to relate these to the experiences they have had.

The number of ways to give children these experiences is infinite: reading aloud from a variety of materials; talking with them about news events and other things of interest; providing for interesting visitors to the classroom (pets included!); making available television and radio programs, recordings, films and still photographs; providing a variety of books and reading materials and the opportunity to read them; and creating opportunities to discover how print works. Particularly important are excursions or field trips. These may be excursions into the school yard or other parts of the building, they may be visits to various points of interest in the neighborhood and community, or they may be more extended trips. More important than where the excursions take place, are the language activities that evolve from them--reading, writing, speaking, and listening about the trip.

Helping children be more aware of their senses is particularly needed and can result in input that builds language growth. Children must be given time to observe, investigate, and discover. While various observation games are available or can be created, (i.e. displaying a number of objects, removing one, and asking what is missing, or smelling ingredients, materials, etc. in concealed containers and guessing what the smell is) the observation of natural surroundings can be just as beneficial.

Taking time to observe cloud formations, how the wind has drifted the snow, the color of the sky as a storm approaches, a flock of ducks overhead, or the sprouting of crocuses outside the window will interest children, cause them to use language, and facilitate the learning of new ideas and words.

Manipulation of objects helps children to know and understand them. Objects as simple as balls and building blocks of different sizes can lead to discussions of likenesses and differences and of concepts such as small, large, round, square, etc. Displays that children may handle will bring about new understanding of words as well as awareness of everyday things in our environment. Teachers must encourage discussion of how things look, feel, and smell, as well as likenesses, differences, and uses of materials.

One of the most important factors to remember when developing language through sense awareness is to start with items that are fairly certain to be in the children's environment. Build on their knowledge and encourage them to talk about what they know; encourage expansion of creative expression and thought through discussion of other ways to use the objects and materials.

Physical activities are natural ways children can and should be allowed to express themselves. A fundamental way to get children to express themselves through body movement is for them to listen to music and react to it. Children enjoy improvising to music or to rhythm instruments by running, walking, hopping, jumping, etc. The emphasis in such activities is on responding. Teachers may use background music to encourage interpretation of objects or actions (i.e., act like a tree swaying in the wind, a thunderstorm, a wilting flower, a tree losing its leaves in the autumn, etc.). Finger plays and other action verses that require choral speaking, action, and repetition of favorite verses can be fun and beneficial in developing language growth and expression in young children. Dramatizing stories and rhymes are activities young children like, and they are helpful in developing abilities in all of the language arts.

Teachers must provide opportunities to help children practice conversation, discussion, and speaking skills. "Show and Tell" or "Talking Time" or "Sharing" provide such opportunities. During this time children can practice taking turns, listening carefully, sticking to the topic, telling events in sequence, articulating and pronouncing clearly, and constructing good sentences. Many other opportunities will present themselves

throughout the day for talking things over and discussing and clarifying concepts. A new word used may lead to an exchange of ideas, or some knowledge gained in science that needs clarifying may result in much talking. Talking may be fostered by providing occasions in which children may meet together in groups. Informal sharing and showing can occur in small groups. Many children may be fearful about coming to the front of the room. Small groups can be more helpful and encourage children to talk to the group rather than to the teacher.

Storytelling begins as a "sharing" experience. Children tell stories they have heard or have had read to them or have derived from personal experiences. Storytelling helps to develop such language skills as recalling events in proper sequence; using descriptive words and phrases; speaking loudly and distinctly enough for all to hear; working with sentences and experimenting with the complexity of sentences; using gestures, facial expressions, and voice changes; and speaking easily and without self-consciousness. Storytelling should be done informally. Teachers must remember that a child tells a story because (s)he is enthusiastic about something interesting and wishes to share it with others, and that an audience listens to a story for enjoyment.

Teachers may take the children's storytelling and write it on chart paper, the chalkboard, etc. These stories are not necessarily written for children to read. The writing may serve to help children understand that written symbols stand for spoken words. Later on, it may give children reason for expressing their ideas--so that others can read them. Stories created from a child's own experiences, concerns, and special interests become powerful sources for leading children into literacy. Dictation encourages children to elaborate on their ideas and helps to enrich both their language and story structures. Children become aware of print by using it for real and meaningful purposes when they dictate and write stories, make signs for the different areas, read names on a job chart, write messages, look for direction signs, follow recipes, or listen to stories. Children's sense of story(telling) and writing improves as they are exposed to quality literature. The sharing period, dramatic play activities, materials and objects in the classroom, and the class events the children participate in can all become subjects for experience stories.

Art can be an essential part of young children's language development. Pictures tell stories as well as print. While drawing or painting, children are able to put their thoughts and ideas down

on paper and work out the details of their stories. They think and talk their way through a picture as well as write about it.

Physical materials in the classroom provide stimulation of language growth or creativity. Wall and bulletin board decorations, displays, pictures and objects to handle and talk about are all important. There must be language everywhere: signs, titles, and name plates to show the use of words; records, tapes, books, paper, marking pens and pencils to show the delight and knowledge they can bring. A classroom where language growth is taking place is one that shows evidence that the children have input in planning the many activities that are taking place and sharing their experiences, discussing activities, and helping each other with problems.

Children's growth in language depends on many things, but the most important is the atmosphere in the classroom. The classroom environment is one that fosters respect and friendliness toward its members. It is one in which an effort is made to have each child feel relaxed, at ease, and accepted as an important member of the community. The class or group must respect each child's personality and social background. The teacher must create a climate where each child's potential is developed to its fullest. This potential will evolve from children who feel

acceptance, freedom, and shared responsibility. Teachers must play key roles in guiding and developing appropriate curriculum and materials. Administration must understand children, know how language develops, know the curriculum and materials, and support the importance of a busy and interesting classroom, one in which the children are active participants (Harste, 1990).

From the moment children enter a classroom there are opportunities for developing their language abilities. Most children will talk together naturally as they engage in activities of interest to them. Teachers should capitalize on this ability and interest. Language learning must start with children's own experiences, concerns, and special interests. Language learning must take place in a meaningful context. Teachers must focus on the child rather than on materials or methods in order to create learning situations that facilitate the child's learning. Teachers' instruction must respond to the needs of the children rather than children having to fit themselves into the needs of the program. Teachers must be decision-makers in keeping and strengthening what is best in the curriculum, and in evaluating and changing that which prevents them from providing the best for their children.

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Reading and Writing in a Kindergarten Classroom

by Bobbi Fisher

- Mandy is a reader. She holds a book with ease in her lap and tells the story in her own way, including much of the language of the text that she has memorized from hearing it many times. She looks at the pictures and sometimes at me as she reads. Her story is fluent and her voice expressive.
- Sam is another reader. He has also chosen a favorite book, with a simple, familiar text. He reads slowly, word by word, and his voice often lacks expression. He is focusing on the words in the text.
- Allie is a reader, too. Her reading is supported by the meaning of the story, the flow of the language, the pictures, and what she knows about phonics.
- Taisha is a writer. She has just written a grocery list in the housekeeping area. The paper has four lines of scribble-like writing.
- Joey is a writer, too. He has drawn a picture of his house and primarily written random letters from his name all over the pages. He has labeled house, H. He reads me his story.
- Stefanie is a writer. She uses many conventions of writing. For example, she leaves spaces between words, spells some words conventionally, applies temporary (invented) spelling in others, uses vowels in every word, and starts two of the three sentences with upper case letters (Fisher, 1991).

I have begun this digest with examples of the readers and writers in my kindergarten, because whenever I talk about literacy learning I have to begin with the children and what they can do. When I "kid watch" (Yetta Goodman, 1985) and observe what the children do as they read and write, I notice many predictable behaviors that emergent and beginning readers demonstrate. But I also notice that every child is making sense out of print in his or her unique way. My job as a teacher is to help each of them continue to develop as a reader and writer.

Bobbi Fisher teaches kindergarten at Haynes School in Sudbury, Massachusetts.

Therefore, my definition of reading and writing includes the wide and unique range of reading and writing behaviors demonstrated by each child in my classroom. For example, reading might be reading environmental print, looking at the pictures in a book and telling a story, pointing carefully to the print, or beginning to read independently. Writing might be a drawing, scribbling, writing random letters, inventing spelling or beginning to write conventionally. In our classroom, when we refer to reading, the children and I know that we mean using books to create meaning. When we refer to writing, we know that we mean picture drawing and letters and letter-like marks.

The Environment

Our classroom is a print-rich environment. Reading and writing materials are easily accessible for the children to select and use throughout the room.

- Reading. Big books and charts with poems, songs and chants in enlarged text are displayed. Fiction and nonfiction trade books, predictable books, dictionaries, and magazines are available on library display shelves, regular shelves, plastic bins and crates, and on tables throughout the room. A listening table is available, equipped with a tape recorder, earphones, story tapes and multiple copies of the accompanying text.
- Writing. The writing area contains a variety of paper, pencils, markers, crayons, rulers, a stapler, and a date stamp and pad. The alphabet in upper and lower case letters is hung at eye level, and cards with the alphabet and an accompanying picture representing the initial sound of the letter are accessible for the children to use wherever they are writing in the room. A plastic file crate is available in which the children file their daily drawings and writing so we have a record of their growth throughout the year.

Conditions of Learning

"To foster emergent reading and writing in particular, whole language teachers attempt to replicate the strategies parents use successfully to stimulate the acquisition of language and the 'natural' acquisition of literacy" (Weaver, 1990 p. 23). Brian Cambourne lists these conditions of

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learning as Immersion, Demonstration, Engagement, Expectation, Responsibility, Use, Approximation, and Response (Cambourne, 1988). In my classroom I try to create these same conditions to support children's growth and development in reading and writing. I use Don Holdaway's (1979) natural learning classroom model (Demonstration, Participation, Practice/Role Play, and Performance) for organizing the day and planning for groups and individual children.

- Demonstration and Participation. During group time, which I call shared reading, I give many demonstrations of reading and writing, and the children participate in these literacy experiences by reading along, commenting on concepts of print, and discussing the story. We read many different texts, such as predictable big books which support emergent and beginning readers, as well as poems, songs and chants, and fiction and nonfiction trade books. I model, and the children participate by using a variety of strategies that successful readers use, such as reading the sentence again, and using the beginning letter of a word to predict and confirm what it is. We discuss skills in context so the children will be able to use them as needed to create meaning as they read for a variety of purposes. I write in front of the children and they join in and participate, giving suggestions for content and helping spell the words.

All of these demonstrations are whole, meaningful, and authentic (Goodman, 1986). They take place in a noncompetitive atmosphere as each child participates at his or her developmental level. Each child is a member of the literacy club (Smith, 1988).

- Practice/Role Play. Choice time follows shared reading. The children have opportunities to practice what they have observed and engaged in during the group time. I ask the children to read every day, but I give them lots of choices of what to read. They can read big books, small books, trade books, magazines, or charts or listen to a story tape. They can read alone, with a friend, or to a grownup.

I also ask the children to write every day. Usually they can choose their own topic. For example, they can write a book, write with a friend, or write in conjunction with an art project, block building, or the developmental play environment which we have set up in the room. The general writing parameters are flexible: draw a picture, write something (this varies from scribbles to labeling to conventional writing, depending on each child's development), date the piece with a date stamp, and write their name.

During choice time I watch the children and assess what they know so I can help them develop as readers and writers. I listen to them read, or conference with them about their writing. As I get to know them, I am able to encourage learning by taking that teachable moment to support growth.

- Performance. To complete the model, children need opportunities to share what they know. In our classroom sharing takes many forms. Children share their reading by reading to each other or to me and by taking a book home to read to their parents. They share their writing with their peers as they work at the writing table, make a sign for the blocks, or put their piece in the sharing basket for group sharing time. They share with me by coming to show me what they have done, and they share with their parents by taking their work home.

Classroom Goals

My goal for the children in my kindergarten is for them to become independent readers and writers (learners) for a variety of purposes. I want to help each one become a self-motivated, self-directed, self-regulated learner within a community of learners.

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Task #1

Goal Statement

Your Name:_____

Course #:_____

Learning package:_____

The purpose of writing a goal statement is to create an expectation for yourself, to establish a purpose that you can check when you have finished reviewing the package of materials. It should be used in conjunction with your reaction statement--the commentary that you will make after working your way through the materials in the learning package.

Directions: This is a pre-reading activity. Think about the topic of this package and then look at the various materials, primarily reviewing their headlines and subheads. What does that review prompt you to want to discover through this package?

Write a goal statement of no more than one paragraph that includes the questions that you want answered or the kinds of applications that you hope the package will help you accomplish in your work. Attached please find examples of representative goal statements submitted by former students.

Mail a copy of your goal statement to your instructor. Please keep a copy for yourself because your reaction statement should be based partly on the goal statement.

My Goal Statement for this Package

Please mail a copy of this form to:

Carl B. Smith
150 Smith Research Center
Indiana University
Bloomington, IN 47408-2698

Examples of Goal Statements

It is my expectation that this learning package will direct me in new directions so that I may improve my instruction in the area of vocabulary. I would like to know when it is best to introduce new vocabulary words. I would also like to gain information about new methods one might use when introducing new vocabulary. I expect to read about some of the newest research related to vocabulary instruction. It is also expected that tested methods will be described and examined. I would hope that these articles would help me improve how I teach so that my students will benefit and become better readers.

Following the study of this package, I expect to increase my understanding of computer usage in reading development, learn how to integrate computers into reading and writing instruction for learning impaired students, and make decisions on the usefulness of computer games in the classroom.

Following completion of this package I intend to:
1)Identify the components of a formal reading program evaluation.
2)Analyze the characteristics of an effective reading program.
3)Develop evaluation strategies that will improve the monitoring of my program objectives.

Task #2

Reaction Statement

You are asked to type a four-page reaction to this learning package as a way of firming up your sense of what you find interesting, important, or beneficial in this group of materials. You should construct this reaction with your previously established goal statement in mind.

Given below are a number of prompts to indicate the kinds of questions that you might wish to answer in developing this reaction. You may use other questions than those that are here listed. We anticipate that your reaction will be approximately four typewritten, double-spaced pages. Please use the following format in heading your paper.

Reaction

Your Name:_____

Course #:_____

Learning Package:_____

Reaction Prompts

1. Were your goals realized, and how do you know? (Refer to your goal statement.)

2. What important or beneficial ideas did you find in these materials? (Please cite the articles.)

3. Are there trends or concerns in the materials that bother you? Are there those that you agree with? Discuss. (Please use the annotated bibliography and cite ideas from it.)

4. What ideas did you want to try in your daily work world? Describe how you could apply these ideas?

Application Project

If you decide to use this topic for one of your two application projects, you may want to spend more time thinking about ways that you could explore one or more of these ideas in your work.

When you have finished your statement, please mail it to:

Carl B. Smith
150 Smith Research Center
Indiana University
Bloomington, IN 47408-2698

Task #3

Application Project

As you select your two application projects, use the following guidelines:

1. **Formulate a question** that you would like to answer regarding this topic. (For example, can my slow readers use some of the self-monitoring strategies discussed in these materials?) A question often helps to clarify the kinds of information that you will collect or the kinds of evidence that you will use to convince a reader that you are pursuing an interesting question.

2. **Describe with as much detail** as is needed for a reader to understand what you did, what materials you used, what major procedures you used, what evidence you were looking for, in order to answer your question.

3. **Gather evidence** from your students or from teachers to show samples of the kinds of work or the kinds of interactions that were taking place. These samples may be your written observations, sample student papers, photographs, activity sheets, book titles, statistical data, or any other kind of evidence that demonstrates the reality of your inquiry.

4. **Write a summary** of your plan and of your conclusions. The summary should be coherent and clear so a person who was not on site can understand what you attempted and can appreciate the conclusions that you drew.

5. **Send a report** that includes a summary of your plan, sample evidence of what you found, a brief analysis of the evidence, and the conclusions that you

6. **Provide a cover page** that gives your name, address, course number, topic of learning package, and topic of your project. We will mail you a critique of your work. Send your report to:

   Carl B. Smith
   150 Smith Research Center
   Indiana University
   Bloomington, IN 47408-2698

Course Number_____ **Date**_____

Package Title_____

Statements	Strongly Agree	Agree	Uncertain	Disagree	Strongly Disagree
1. This package will help me do my job better.					
2. The pace of the package was too fast.					
3. The package's directions were confusing.					
4. It was easy to follow the directions given in the package.					
5. The package was too easy.					
6. The package was too long.					
7. The package should include more articles and documents to read.					
8. I didn't know the meaning of many words used in the package.					
9. The lecture explicated the topic of the package.					
10. The package's objectives were clear from the start.					
11. The package's teaching points were clear.					

What did you like best about the package?

What did you like least about the package?

How would you improve the package?

Please list other topics you would be interested in studying through our program.

Name (optional)_____

Position_____

Years Taught_____

Please mail a copy of this form to:

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ERIC/RCS

Selected Abstracts from the ERIC Database

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Sample ERIC Abstract

AN ED289160
AU Binkley,-Marilyn-R.; And-Others
TI Becoming a Nation of Readers: What Parents Can Do.
CS Heath (D.C.) and Co., Lexington, Mass,; Office of Educational Research and Improvement (ED), Washington, DC.
PY 1988
AV What Parents Can Do, Consumer Information Center, Pueblo, CO 81009 ($.50).
NT 40 p.; For Becoming a Nation of Readers: The Report of the Commission on Reading, see ED 253 865.
PR EDRS Price - MF01/PC02 Plus Postage.
DE Beginning-Reading; Literacy-Education; Parent-Attitudes; Parent-Child-Relationship; Preschool-Children; Primary-Education; Reading-Aloud-to-Others; Reading-Attitudes; Recreational-Reading; Written-Language
DE *Literacy-; *Parent-Influence; *Parent-Participation; *Reading-Instruction; *Reading-Processes
ID Reading-Motivation
AB Intended for parents and based on the premise that parents are their children's first and most important teachers, this booklet is a distillation of findings from the 1984 report of the Commission on Reading, "Becoming a Nation of Readers." The introduction reiterates the Commission's conclusions (1) that a parent is a child's first tutor in unraveling the puzzle of written language; (2) that parents should read to preschool children and informally teach them about reading and writing; and (3) that parents should support school-aged children's continued growth as readers. Chapter 1 defines reading as the process of constructing meaning from written texts, a complex skill requiring the coordination of a number of interrelated sources of information. Chapter 2, on the preschool years, focuses on talking to the young child, reading aloud to the preschooler, and teaching children about written language. The third chapter, on beginning reading, counsels parents on what to look for in good beginning reading programs in schools, and how to help the child with reading at home. The fourth chapter, on developing readers and making reading an integral part of learning, offers suggestions for helping the child succeed in school and for encouraging reading for fun. The afterword calls on teachers, publishers, and school personnel, as well as parents, to participate actively in creating a literate society. The booklet concludes with a list of organizations that provide practical help or publications for parents.

Interpretation of ERIC Abstract Field Identifiers

AN ERIC accession number (Use this number when ordering microfiche and paper copies.)
AU Author(s)
TI Title
CS Corporate source
PY Actual or approximate publication date
AV Source and price (availability)
NT Pagination and additional information (such as legibility or related documents)
PR Indicates availability of document from the ERIC Document Reproduction Service
DE Descriptors-indexing terms from the *Thesaurus of ERIC Descriptors* which indicate important concepts in the document
ID Identifiers-indexing terms not included in the *Thesaurus of ERIC Descriptors*
AB Summary

AN: EJ377915
AU: Byrnes,-James-P.; Duff,-Michele-A.
TI: Young Children's Comprehension and Production of Causal Expressions.
PY: 1988
JN: Child-Study-Journal; v18 n2 p101-19 1988
AV: UMI
DE: Psycholinguistics-; Psychological-Studies
DE: *Cognitive-Development; *Language-Acquisition; *Young-Children
AB: Used a combination of observational and experimental methods to assess young children's (aged 2 years, 11 months to 4 years, 9 months) comprehension of "if" and "because" expressions. Found significant increases in spontaneous "if" and "because" expressions between 3 and 4 years, and improvement on "if" questions in a story task. (SKC)

AN: EJ326497
AU: Cannella,-Gaile-S.
TI: Providing Exploration Activities in Beginning Reading Instruction.
PY: 1985
JN: Reading-Teacher; v39 n3 p284-89 Dec 1985
AV: UMI
DE: Child-Language; Language-Experience-Approach; Preschool-Education; Reading-Skills; Writing-Skills
DE: *Discovery-Learning; *Early-Reading; *Language-Acquisition; *Learning-Theories; *Reading-Instruction; *Teacher-Role
AB: Argues that teachers can take advantage of child-initiated explorations to develop beginning reading and writing skills. Offers specific recommendations and suggestions. (FL)

AN: EJ367484
AU: Chapman,-Kathy-L.; Terrell,-Branda-Y.
TI: "Verb-alizing" Facilitating Action Word Usage in Young Language-Impaired Children.
PY: 1988
JN: Topics-in-Language-Disorders; v8 n2 p1-11 Mar 1988
AV: UMI
NT: Theme Issue: Teaching Language to Children: Developmental Considerations.
DE: Expressive-Language; Young-Children
DE: *Language-Acquisition; *Language-Handicaps; *Teaching-Methods; *Verbs-; *Vocabulary-Development
AB: The article reviews the development of action words in the language of young children, provides a rationale and basis for the choice of action forms to include in an early vocabulary, and suggests strategies for facilitating action-word development in language impaired and normal children. (DB)

AN: EJ373896
AU: Cliatt,-Mary-Jo-Puckett; Shaw,-Jean-M.

TI: The Storytime Exchange: Ways to Enhance It.
PY: 1988
JN: Childhood-Education; v64 n5 p293-98 Jun 1988
AV: UMI
DE: Cognitive-Development; Early-Childhood-Education; Kindergarten-
DE: *Expressive-Language; *Language-Acquisition; *Language-Skills; *Story-Telling; *Teaching-Methods; *Young-Children
AB: Discusses a variety of storytelling techniques. Emphasizes the importance of children's involvement in the construction and use of storytelling props. Concludes that storytelling helps children develop a positive attitude toward learning and extends their opportunities for literacy development. (RWB)

AN: EJ387662
AU: Coley,-John-D.; Gelman,-Susan-A.
TI: The Effects of Object Orientation and Object Type on Children's Interpretation of the Word BIG.
PY: 1989
JN: Child-Development; v60 n2 p372-80 Apr 1989
AV: UMI
DE: Age-Differences; Cognitive-Processes; Language-Acquisition
DE: *Concept-Formation; *Preschool-Children; *Semantics-; *Spatial-Ability
AB: Investigated the interpretation of the word "big" by 40 children of 3 to 5 years. The type and orientation of objects used in the study were varied. Results demonstrated that contextual factors influenced children's responses. (RJC)

AN: EJ385566
AU: Cox,-Maureen-V.
TI: Children's Over-Regularization of Nouns and Verbs.
PY: 1989
JN: Journal-of-Child-Language; v16 n1 p203-06 Feb 1989
AV: UMI
DE: Child-Language; Language-Acquisition; Nouns-; Preschool-Children; Tenses-Grammar; Verbs-
DE: *Age-Differences; *Error-Patterns; *Grammatical-Acceptability; *Language-Patterns; *Plurals-
AB: Investigation of four- through six-year-olds' abilities to correct over-regularized plural nouns and verbs in the past tense showed that, generally, older children performed better than the younger children, and plural nouns were corrected significantly more than past-tense verb forms. Younger children were better at correcting the nouns than the verbs, while older children corrected verbs and nouns equally well. (Author/CB)

AN: EJ372703
AU: Dolley,-Diane; Wheldall,-Kevin
TI: Developing Functional Language with Young Children from

English-Speaking and Punjabi-Speaking Home Backgrounds: Incidental Teaching and Contingent Access to Materials.
PY: 1988
JN:
Educational-Psychology:-An-International-Journal-of-Experimental-Educational-Psychology; v8 n1-2 p101-16 Mar-Jun 1988
DE: Cross-Cultural-Studies; Foreign-Countries; Preschool-Education
DE: *Classroom-Desegregation; *English-; *Intercultural-Programs; *Language-Acquisition; *Panjabi-; *Second-Language-Learning
AB: Presents a study designed to demonstrate the effectiveness of Incidental Teaching (IT) procedures which are meant to facilitate child initiated language in the nursery classroom. States that IT strategies work well in multi-ethnic classes and that careful rearrangement of the classroom environment encourages student initiated conversation. (GEA)

AN: EJ367917
AU: Dumtschin,-Joyce-Ury
TI: Recognize Language Development and Delay in Early Childhood.
PY: 1988
JN: Young-Children; v43 n3 p16-24 Mar 1988
AV: UMI
DE: Class-Activities; Early-Childhood-Education; Teaching-Guides
DE: *Language-Acquisition; *Language-Enrichment; *Parent-Influence; *Speech-Communication; *Young-Children
AB: Discusses characteristics of delayed language in children and research findings concerning adults' speech to children. Also describes a variety of strategies that early childhood teachers can use to enrich the classroom language environment and help facilitate children's language development. (BB)

AN: EJ387664
AU: Dunn,-Judy; Shatz,-Marilyn
TI: Becoming a Conversationalist Despite (or because of) Having an Older Sibling.
PY: 1989
JN: Child-Development; v60 n2 p399-410 Apr 1989
AV: UMI
DE: Age-Differences; Linguistic-Competence
DE: *Language-Acquisition; *Listening-Comprehension; *Young-Children
AB: Investigated the ability of six children at ages 24, 26, 28, 30, 33, and 36 months to understand the topic of talk not addressed to them. Analyzed children's intrusions into conversations between their mothers and older siblings. Results indicated that intrusions formed a considerable proportion of children's talk. (RJC)

AN: EJ382607
AU: Estrin,-Elise-Trumbull; Chaney,-Carolyn
TI: Developing a Concept of the WORD.

PY: 1988
JN: Childhood-Education; v65 n2 p78-82 Win 1988
AV: UMI
DE: Language-Acquisition; Primary-Education; Teaching-Guides
DE: *Class-Activities; *Concept-Formation; *Word-Recognition; *Young-Children
AB: Discusses three steps in the development of children's understanding of word knowledge: (1) awareness that words are language units; (2) awareness that words are arbitrary labels; and (3) comprehension of the term "word" in a metalinguistic way. Suggests activities that primary teachers can use to help children develop their word knowledge. (BB)

AN: EJ384001
AU: Flege,-James-Emil
TI: Anticipatory and Carry-Over Nasal Coarticulation in the Speech of Children and Adults.
PY: 1988
JN: Journal-of-Speech-and-Hearing-Research; v31 n4 p525-36 Dec 1988
AV: UMI
DE: Child-Language; Language-Acquisition; Speech-Tests; Syllables-; Vowels-
DE: *Adults-; *Age-Differences; *Articulation-Speech; *Elementary-Education; *Preschool-Education; *Speech-Habits
AB: Ten mothers and 20 children, aged 5 and 10 years, were examined to determine the time at which velopharyngeal port opening began in /dVn/ syllables and velopharyngeal port closing reached completion in /nVd/ syllables. Adults and children nasalized most vowels in the /dVn/ context and the /nVd context. (Author/JDD)

AN: EJ387617
AU: French,-Lucia-Ann
TI: Young Children's Responses to "When" Questions: Issues of Directionality.
PY: 1989
JN: Child-Development; v60 n1 p225-36 Feb 1989
AV: UMI
DE: Language-Acquisition; Semantics-
DE: *Child-Language; *Language-Processing; *Young-Children
AB: Assesses whether 30 children aged three-five years had a preferred direction in responding to "when"-questions and whether this preference could be influenced by story structure. Results indicated that children showed a preference for "after"-type responses and that productions of "before" were more likely to be erroneous than productions of "after." (RJC)

AN: EJ315447
AU: Gelman,-Susan-A.; Markman,-Ellen-M.
TI: Implicit Contrast in Adjectives vs. Nouns: Implications for

Word-Learning in Preschoolers.
PY: 1985
JN: Journal-of-Child-Language; v12 n1 p125-43 Feb 1985
DE: Language-Research; Young-Children
DE: *Adjectives-; *Child-Language; *Concept-Formation; *Language-Acquisition; *Language-Processing; *Nouns-
AB: Discusses two studies that examine whether children are sensitive to the fact that adjectives and nouns differ in the contrast they imply. Results show that by age four, children are sensitive to this. Implications for children's use of referential language and word learning strategies are discussed. (SED)

AN: EJ367529
AU: Gordon,-Peter
TI: Count/Mass Category Acquisition: Distributional Distinctions in Children's Speech.
PY: 1988
JN: Journal-of-Child-Language; v15 n1 p109-28 Feb 1988
DE: Learning-Processes; Longitudinal-Studies; Speech-Evaluation; Syntax-; Young-Children
DE: *Child-Language; *Language-Acquisition; *Language-Usage; *Semantics-
AB: Analyses of longitudinal speech data collected from two children indicated that children rapidly acquire count/mass noun distinctions. (Author/CB)

AN: ED301333
AU: Honig,-Alice-Sterling
TI: Talk, Read, Joke, Make Friends: Language Power for Children.
PY: 1988
NT: 9 p.; Paper presented at the Annual Meeting of the National Association for the Education of Young Children (Anaheim, CA, November 10-13, 1988).
PR: EDRS Price - MF01/PC01 Plus Postage.
DE: Guidelines-; Preschool-Education
DE: *Child-Caregivers; *Communication-Skills; *Language-Acquisition; *Preschool-Children; *Teacher-Role; *Teaching-Methods
AB: Offered are 20 tips that caregivers can use to help young children discover the pleasures and powers of language. Tips include: tie words to actions; use language that matches the child's stage of development; use specific encouragement; help children think in sequences; teach time and space words, as well as polar opposites and relational terms; use open-ended questions; activate children's listening skills; keep talk and attitudes toward language positive, and use humor; describe and label; help children see the relationship between written and oral language; help children create stories; engage children in dramatic play games; discuss feelings with children; help children reason and use cause and effect words; use incongruity and make obvious mistakes to encourage children to explain; read to children in groups and individually; use music,

chants, rhythms, and finger plays; and listen to children while encouraging them to communicate verbally. Caregivers are reminded that children need communicative adults in order to develop rich and complex communication skills. (RH)

AN: EJ371560
AU: Inselberg,-Rachel; Larson,-Dorothy
TI: Maternal Language and Children's Receptive Language Five Years after an Intervention Program.
PY: 1988
JN: Home-Economics-Research-Journal; v16 n3 p205-14 Mar 1988
AV: UMI
DE: Followup-Studies; Parent-Education; Story-Telling; Young-Children
DE: *Language-Acquisition; *Mothers-; *Parent-Child-Relationship; *Parent-Influence; *Parenting-Skills; *Receptive-Language
AB: The study examined whether differences existed between experimental and control groups in maternal language and children's receptive language five years after a home-based intervention program. Mothers were interviewed and asked to tell stories to their children. The Peabody Picture Vocabulary Test was administered to the children, with the receptive language gains of the experimental children found to be sustained. (Author/CH)

AN: EJ376280
AU: Johnston,-Judith-R.
TI: Generalization: The Nature of Change.
PY: 1988
JN: Language,-Speech,-and-Hearing-Services-in-Schools; v19 n3 p314-29 Jul 1988
AV: UMI
DE: Elementary-Education; Learning-Activities; Preschool-Education
DE: *Generalization-; *Intervention-; *Language-Acquisition; *Language-Handicaps; *Speech-Handicaps
AB: Children's knowledge and control of a language pattern changes throughout the course of its acquisition. Language interventionists concerned about generalization may need to distinguish between activities that will promote rule learning and activities that will promote effortless rule utilization. (Author/DB)

AN: EJ367486
AU: Kamhi,-Alan-G.; Nelson,-Lauren-K.
TI: Early Syntactic Development: Simple Clause Types and Grammatical Morphology.
PY: 1988
JN: Topics-in-Language-Disorders; v8 n2 p26-41 Mar 1988
AV: UMI
NT: Theme Issue: Teaching Language to Children: Developmental Considerations.
DE: Evaluation-Methods; Grammar-; Young-Children

DE: *Language-Acquisition; *Language-Handicaps; *Syntax-; *Teaching-Methods
AB: The article looks at syntactic deficiencies involving simple clause structures and grammatical morphology in young children. A framework for understanding the development of simple clause structures is presented followed by a discussion of the correlates of early syntactic development. Procedures to assess and remediate syntactic deficiencies are presented. (DB)

AN: ED291096
AU: King,-Martha-L.
TI: Speech to Writing: Children's Growth in Writing Potential. Technical Report No. 414.
CS: Bolt, Beranek and Newman, Inc., Cambridge, Mass.; Illinois Univ., Urbana. Center for the Study of Reading.
PY: 1988
NT: 25 p.; Portions of this paper presented at the Conference on Reading and Writing Connections (Urbana, IL, October 19-21, 1986). This paper will also appear in "Reading and Writing Connections," Jana Mason, Ed.
PR: EDRS Price - MF01/PC01 Plus Postage.
DE: Language-Processing; Language-Research; Literacy-; Theory-Practice-Relationship; Verbal-Learning; Writing-Processes; Writing-Skills; Young-Children
DE: *Child-Language; *Language-Acquisition; *Psycholinguistics-; *Verbal-Development
AB: Focusing on language development--from beginning speech to literacy--with particular attention paid to growth in writing, this paper identifies and describes: (1) links between speech and writing; and (2) features of children's written and spoken texts that indicate growth. The process of constructing "texts" is presented as the fabric of all discourse where connections between speech and writing and reading and writing can best be seen, and the process is traced through an overview of children's language development from the infant's initial contact with speech to the early primary grades when children produce written texts. By highlighting key concepts of language and learning such as intersubjectivity, intertextuality, and the constructive function of language, the study shows how literacy can naturally evolve from language. Examples of early reading, and story telling and writing are presented and analyzed as they illustrate development in terms of story structure, cohesive elements and social/cultural contexts. (NH)

AN: EJ366176
AU: Klecan-Aker,-Joan-S.; Swank,-Paul-R.
TI: The Use of a Pragmatic Protocol with Normal Preschool Children.
PY: 1988
JN: Journal-of-Communication-Disorders; v21 n1 p85-102 Feb 1988
AV: UMI
DE: Child-Development; Language-Skills; Oral-Language; Pragmatics-

DE: *Age-Differences; *Child-Language; *Language-Acquisition; *Preschool-Education; *Protocol-Analysis; *Skill-Analysis
AB: The study investigated the effectiveness of a pragmatic language function protocol with a sample of 240 normal preschool children, aged 2-5, in a structured setting. The protocol was shown to be used reliably and was sensitive to differences in the mastery of language skills of normal children of different ages. (Author/JDD)

AN: ED302067
AU: Klein,-Sharon-M.
TI: Another Look at Children's Interpretation of Complements to "Be Easy."
PY: 1988
NT: 9 p.; In: Papers and Reports on Child Language Development, Volume 27; see FL 017 572.
PR: EDRS Price - MF01/PC01 Plus Postage.
DE: Age-Differences; Difficulty-Level; Language-Research; Learning-Processes; Linguistic-Theory; Young-Children
DE: *Child-Language; *Language-Acquisition; *Vocabulary-Development
AB: A study looks at young children's responses to tough movement structures, focusing on complements to "easy." The study examines the development of the two major types of rule usage: primitive and adult, and focuses on the inconsistent fluctuations between the primitive and adult levels. It is proposed that the source of complexity in grammatical constructions for the primitive rule usage group is not a function of an overriding primitive rule, but is in the children's capacity to retreat to their syntactically sanctioned causative analysis in experimental contexts. This finding obscures the understanding of what these children really know about the complement structure of the adjectives in question. It is also found that lexical development plays an important role in the movement of children from one stage to another. (MSE)

AN: EJ373881
AU: Lartz,-Maribeth-Nelson; Mason,-Jana-M.
TI: Jamie: One Child's Journey from Oral to Written Language.
PY: 1988
JN: Early-Childhood-Research-Quarterly; v3 n2 p193-208 Jun 1988
DE: Case-Studies; Language-Acquisition; Literacy-
DE: *Oral-Language; *Reading-Skills; *Story-Reading; *Written-Language; *Young-Children
AB: Reports on a preliterate child's retelling of a story which she heard in an initial session and retold each week for eight weeks. Results suggest a child who is read to can use repeated retelling activity and eventually render the story so close to actual text that advances into reading may occur. (Author/BB)

AN: ED299566
AU: McIntosh,-Margaret

TI: Why We Need To Watch, Look, and Listen When Young Children Write: What We Can Learn from Them about Their Language.
PY: [1988]
NT: 16 p.
PR: EDRS Price - MF01/PC01 Plus Postage.
DE: Case-Studies; Phonics-; Preschool-Education; Qualitative-Research; Young-Children
DE: *Child-Language; *Language-Acquisition; *Research-Methodology; *Verbal-Communication; *Writing-Processes
AB: The intricate quilt pattern of child language development can be pieced together from the numerous swatches of each child's language fabric which have been gathered by watching, looking, and listening when young children write. The necessity of watching, looking, and listening is demonstrated by the example of a preschooler's verbal protocol which accompanied the writing of a story. The language researchers who try to look at children's language by pulling children (and their language) out of context, will have only threads to look at. Adopting a qualitative, contextualized approach will lead to a better understanding of the complicated and elusive phenomena of the development of child language. (RS)

AN: EJ365165
AU: McShane,-John; Whittaker,-Stephen
TI: The Encoding of Tense and Aspect by Three- to Five-Year-Old Children.
PY: 1988
JN: Journal-of-Experimental-Child-Psychology; v45 n1 p52-70 Feb 1988
AV: UMI
DE: Age-Differences; Language-Research
DE: *Developmental-Stages; *Language-Acquisition; *Tenses-Grammar; *Young-Children
AB: Three experiments investigated children's acquisition of tense and aspect. Children aged 3-6 years watched and described actions of puppets. The vast majority used appropriate tense, with 3-year-olds using mainly simple past and 4-year-olds encoding most situations with the past progressive. (SKC)

AN: EJ367485
AU: Messick,-Cheryl-K.
TI: Ins and Outs of the Acquisition of Spatial Terms.
PY: 1988
JN: Topics-in-Language-Disorders; v8 n2 p14-25 Mar 1988
AV: UMI
NT: Theme Issue: Teaching Language to Children: Developmental Considerations.
DE: Cognitive-Development; Teaching-Methods; Theories-; Young-Children
DE: *Concept-Formation; *Language-Acquisition; *Language-Handicaps; *Spatial-Ability; *Vocabulary-Development
AB: The acquisition of spatial terms in the language development of young children is examined. Two primary theories of word meaning and

concept acquisition are reviewed, followed by a summary of current developmental research on spatial terms and factors influencing acquisition. Finally, guidelines for the assessment and teaching of spatial terms are offered. (DB)

AN: ED302844
AU: Neuman,-Susan-B.; Roskos,-Kathy
TI: Preschoolers' Conceptions of Literacy as Reflected in Their Spontaneous Play.
PY: 1988
NT: 21 p.; Paper presented at the Annual Meeting of the National Reading Conference (38th, Tucson, AZ, November 29-December 3, 1988).
PR: EDRS Price - MF01/PC01 Plus Postage.
DE: Content-Analysis; Preschool-Education; Reading-Research
DE: *Language-Acquisition; *Literacy-; *Play-; *Preschool-Children
AB: A study examined two questions: What are the common functions and features of literacy as evidenced in children's spontaneous play within a preschool setting, and how frequently do they occur across different groups of preschoolers? Trained observers recorded the play behavior of each of 50 children (the average age was 4 years) during four 10-minute periods over 2 months, yielding 200 play protocols. Conent analysis of these protocols yielded five categories of literacy functions which appear to be common across different groups of preschoolers (exploratory, interactional, personal, authenticating, and transactional functions) and three broad categories of features of literacy demonstrations (awareness of text messages, awareness of symbolic representation, awareness of the conventions of print). Results indicated that preschoolers appear to use literacy in ways that are meaningful to them, and that they develop conscious knowledge about the forms and functions of written language at a very young age. Moreover, results highlighted the intimacy between form and function, with features of written language apparently layered in written language functions and appearing as the function unfolds. (Two tables of data and 2 figures are included; 26 references are attached.) (SR)

AN: EJ380140
AU: Pearson,-Mary-Ellen; And-Others
TI: The Implementation of Sample, Mand, and Delay Techniques to Enhance the Language of Delayed Children in Group Settings.
PY: 1988
JN: Journal-of-the-Division-for-Early-Childhood; v12 n4 p342-48 1988
DE: Classroom-Techniques; Intervention-; Mainstreaming-; Preschool-Education; Student-Evaluation; Student-Reaction; Teacher-Response
DE: *Developmental-Disabilities; *Language-Skills; *Modeling-Psychology; *Teacher-Behavior; *Teaching-Methods; *Teaching-Styles
AB: Two teachers of integrated delayed children and two teachers of segregated delayed children were taught to use sample, mand, and delay techniques with five children, aged four-five, with language and

cognitive delays. The techniques were successfully and easily implemented by all teachers, and the children significantly increased their language skills. (Author/JDD)

AN: EJ389396
AU: Pfannenstiel,-Judy-C.; Seltzer,-Dianne-A.
TI: New Parents as Teachers: Evaluation of an Early Parent Education Program.
PY: 1989
JN: Early-Childhood-Research-Quarterly; v4 n1 p1-18 Mar 1989
DE: Child-Development; Intervention-; Knowledge-Level; Parent-Participation; Parent-Role; Program-Evaluation
DE: *Cognitive-Development; *Language-Acquisition; *Parent-Education; *Social-Development; *Young-Children
AB: An evaluation of the New Parents as Teachers (NPAT) program concluded that a high quality parent education and support program conducted during a child's first three years measurably increases the child's intellectual, achievement, and language abilities. Parental involvement with parent educators during home visits is the single most important aspect of the NPAT project. (Author/BB)

AN: EJ384680
AU: Raban,-Bridie
TI: Language and Literacy Relationships: Some Reflections.
PY: 1988
JN: British-Educational-Research-Journal; v14 n3 p251-61 1988
DE: Elementary-Education; Language-Research; Preschool-Education; Reading-Research
DE: *Child-Language; *Language-Acquisition; *Oral-Language; *Reading-Ability; *Writing-Skills
AB: Explores three explanations for the lack of a relationship between oral language development and reading ability. Presents data which provides evidence for each of the following sources of explanation: (1) inappropriateness of measures used in previous studies, (2) differences between written and spoken languages, and (3) the distinction between receptive and productive aspects of the two modes of language. (Author/GEA)

AN: EJ370853
AU: Rice,-Mabel-L.; Woodsmall,-Linda
TI: Lessons from Television: Children's Word Learning When Viewing.
PY: 1988
JN: Child-Development; v59 n2 p420-29 Apr 1988
AV: UMI
DE: Age-Differences; Comprehension-; Pretests-Posttests; Vocabulary-
DE: *Aural-Learning; *Language-Acquisition; *Preschool-Children; *Television-Viewing
AB: Preschoolers were assigned to experimental and control groups to investigate whether they could learn novel words when viewing

television and whether the learning was influenced by age or type of word. (PCB)

AN: EJ367184
AU: Roskos,-Kathleen
TI: Literacy at Work in Play.
PY: 1988
JN: Reading-Teacher; v41 n6 p562-67 Feb 1988
AV: UMI
DE: Child-Language; Early-Childhood-Education; Kindergarten-; Language-Research; Preschool-Education; Student-Writing-Models
DE: *Language-Acquisition; *Language-Proficiency; *Pretend-Play
AB: Reports the results of a six month qualitative study examining the reading and writing behavior in the natural pretend play of eight children four and five years old. Suggests that literacy is involved in two ways: (1) story making using setting, plot and resolution, and (2) displaying a literacy stance or orientation toward reading and writing.(NH)

AN: EJ388839
AU: Schirmer,-Barbara-R.
TI: Framework for Using a Language Acquisition Model in Assessing Semantic and Syntactic Development and Planning Instructional Goals for Hearing-Impaired Children.
PY: 1989
JN: Volta-Review; v91 n2 p87-94 Feb-Mar 1989
AV: UMI
DE: Elementary-Education; Language-Tests; Models-; Morphemes-; Preschool-Education
DE: *Behavioral-Objectives; *Developmental-Stages; *Hearing-Impairments; *Language-Acquisition; *Semantics-; *Syntax-
AB: The proposed framework assumes six developmental stages according to mean length of utterance in morphemes. Within each stage, syntactic forms and semantic relations interact. In assessment, each utterance is analyzed for features which describe current language abilities. Language goals are developed based on existing and expected features. (Author/MSE)

AN: EJ386002
AU: Silvern,-Steven-B.; Hopman,-Wilma-M.
TI: Reviews of Research: Interactional Approaches to Parent Training.
PY: 1989
JN: Childhood-Education; v65 n3 p167-71 Spr 1989
AV: UMI
DE: Communication-Skills; Early-Childhood-Education; Literature-Reviews; Program-Descriptions; Program-Effectiveness
DE: *Intervention-; *Language-Skills; *Parent-Child-Relationship; *Parent-Education; *Young-Children
AB: Reviews four interactional parent training programs designed to

improve language and communication skills of developmentally delayed children through parent-child interaction. Programs include the Ecological Communication Organization, Developmental Language Program, Putting Two Words Together, and Hensen Early Language Parent Program. (BB)

AN: EJ377630
AU: Stough,-Con; And-Others
TI: Objectively Identifying the Cocktail Party Syndrome among Children with Spina Bifida.
PY: 1988
JN: Exceptional-Child; v35 n1 p23-30 Mar 1988
DE: Child-Language; Communicative-Competence-Languages; Language-Skills; Preschool-Education; Secondary-Education; Student-Behavior; Student-Evaluation
DE: *Congenital-Impairments; *Educational-Diagnosis; *Handicap-Identification; *Oral-Language; *Physical-Disabilities
AB: Thirty-three congenitally physically disabled children, aged 4-6 and 14-16, were studied in order to define objective means for identifying children exhibiting the Cocktail Party Syndrome. A measure of the irrelevancy of language content was found to reliably distinguish such children from children of similar age and measured IQ. (Author/JDD)

AN: ED302071
AU: Stromswold,-Karin
TI: Linguistic Representations of Children's Wh-Questions.
PY: 1988
NT: 9 p.; In: Papers and Reports on Child Language Development, Volume 27; see FL 017 572.
PR: EDRS Price - MF01/PC01 Plus Postage.
DE: Language-Research; Pragmatics-; Preschool-Children; Verbal-Learning
DE: *Child-Language; *Language-Acquisition; *Sentence-Structure
AB: A study examined 12 preschool children's early use of "who," "what," and "which" questions in spontaneous speech. Results indicated that children began to ask object questions before they asked subject questions, and acquired argument questions before adjunct questions. It was suggested that the two results could reflect the syntactic structure of the questions or the learning mechanism of the children, but that the results were most consistent with the hypothesis that children are able to theta-govern traces before they are able to antecedent-govern traces. (MSE)

AN: EJ387192
AU: Swinson,-Jeremy; Ellis,-Chris
TI: Telling Stories to Encourage Language.
PY: 1988
JN: British-Journal-of-Special-Education; v15 n4 p169-71 Dec 1988

AV: UMI
DE: Elementary-Education; Intervention-; Language-Skills; Preschool-Education; Receptive-Language; Verbal-Ability
DE: *Expressive-Language; *Language-Acquisition; *Listening-Comprehension; *Parent-Participation; *Severe-Mental-Retardation; *Verbal-Development
AB: Stories were read daily at school and home to 32 children, aged 3-10, with severe learning difficulties. After eight months, almost all of the children showed improvements in verbal comprehension greater than gains of a comparison group, and the older children showed improvements in verbal expression. (Author/JDD)

AN: EJ385969
AU: Tennant,-Justine; And-Others
TI: Increasing Children's Language in Day Care through Caregiver Conversations.
PY: 1988
JN: Early-Child-Development-and-Care; v35 p39-51 Jun 1988
DE: Day-Care; Language-Skills; Professional-Training; Toys-
DE: *Language-Acquisition; *Preschool-Children; *Skill-Development; *Teacher-Student-Relationship
AB: Investigates the language interactions of four children aged 20-23 months and their caregivers at a day care center. Results suggest that if extra toys are available, and the caregiver is trained to engage children in responsive conversations, then conversations will increase in frequency and quality. (RJC)

AN: EJ382185
AU: Terrell,-Brenda-Y.; Schwartz,-Richard-G.
TI: Object Transformations in the Play of Language-Impaired Children.
PY: 1988
JN: Journal-of-Speech-and-Hearing-Disorders; v53 n4 p459-66 Nov 1988
AV: UMI
DE: Age-Differences; Chronological-Age; Comparative-Analysis; Preschool-Education
DE: *Behavior-Development; *Language-Handicaps; *Language-Skills; *Play-; *Pretend-Play; *Toys-
AB: Ten language-impaired children, aged three-four, were observed playing with toys and with objects requiring object transformations for play. Chronological age-matched normal subjects performed more object transformations than either the language-impaired subjects or children matched for mean length of utterance. All children performed more object transformations with objects than with toys. (Author/JDD)

AN: EJ376680
AU: Throne,-Jeanette
TI: Becoming a Kindergarten of Readers?
PY: 1988
JN: Young-Children; v43 n6 p10-16 Sep 1988

AV: UMI
DE: Language-Acquisition; Language-Arts; Literacy-; Preschool-Education
DE: *Beginning-Reading; *Kindergarten-; *Kindergarten-Children; *Preschool-Teachers; *Reading-Writing-Relationship; *Story-Reading
AB: Explains ways in which a kindergarten teacher can encourage reading among children by sharing books with them; sharing ideas about the conventions of print, art and writing; and discussing children's ideas for pictures, stories, and writing. (BB)

AN: EJ388791
AU: Tomblin,-J.-Bruce; And-Others
TI: The Concurrent Validity of the Minnesota Child Development Inventory as a Measure of Young Children's Language Development.
PY: 1989
JN: Journal-of-Speech-and-Hearing-Disorders; v54 n1 p101-05 Feb 1989
AV: UMI
DE: Child-Development; Child-Language; Handicap-Identification; Preschool-Education; Receptive-Language; Toddlers-
DE: *Concurrent-Validity; *Expressive-Language; *Language-Acquisition; *Language-Tests; *Speech-Handicaps
AB: Fifty-seven children, aged 23-28 months, were assessed using the Sequenced Inventory of Communication Development, mean length of utterance, and Minnesota Child Development Inventory (MCDI). The MCDI Expressive Language scale was found to be a valid predictor of expressive language. The MCDI Comprehension-Conceptual scale appeared to assess both receptive and expressive language. (Author/JDD)

AN: EJ380645
AU: Valdez-Menchaca,-Marta-C.; Whitehurst,-Grover-J.
TI: The Effects of Incidental Teaching on Vocabulary Acquisition by Young Children.
PY: 1988
JN: Child-Development; v59 n6 p1451-59 Dec 1988
AV: UMI
DE: Child-Language; Parent-Child-Relationship; Spanish-; Verbal-Communication
DE: *Comprehension-; *Language-Acquisition; *Preschool-Children; *Vocabulary-Development
AB: Evaluates the effects of presenting verbal models following the initiations or expressions of interest of 16 children aged 28 to 34 months on both production and comprehension abilities measures. Results suggest that the timing of exposure to language models plays a critical role in language acquisition. (RJC)

AN: EJ378924
AU: Velleman,-Shelley-L.
TI: The Role of Linguistic Perception in Later Phonological Development.

PY: 1988
JN: Applied-Psycholinguistics; v9 n3 p221-36 Sep 1988
AV: UMI
DE: Child-Development; Developmental-Stages; Language-Acquisition; Phonemics-; Preschool-Children; Preschool-Education
DE: *Age-Differences; *Auditory-Perception; *Child-Language; *English-; *Oral-Language; *Phonetics-
AB: Investigation of the perception and production of English voiceless fricatives in normally developing monolingual 3- to 5-year-olds (N+12) partially supported the hypothesis that certain sound substitutions by older children are perceptually based substitutions, typified by poor discrimination, while others are phonetic substitutions--phonemic distinctions maintained by the child in a phonetically nonadult fashion. (Author/CB)

AN: EJ375137
AU: Vilke,-Mirjana
TI: Some Psychological Aspects of Early Second-Language Acquisition.
PY: 1988
JN: Journal-of-Multilingual-and-Multicultural-Development; v9 n1-2 p115-28 1988
DE: Cognitive-Development; Language-Enrichment; Primary-Education; Young-Children
DE: *English-Second-Language; *Language-Attitudes; *Second-Language-Learning; *Student-Motivation
AB: Discussion of a study of eight-year-olds' acquisition of English during formal classroom situations notes advantages in introducing linguistic familiarity at an early school age, including beneficial effect upon cognitive growth, prevention of the development of ethnocentric tendencies, and increased motivation to learn a second language. (Author/CB)

AN: EJ379152
AU: Webster,-Loraine
TI: Why Don't We Care?
PY: 1988
JN: Childhood-Education; v65 n1 p27-28 Fall 1988
AV: UMI
DE: Childhood-Needs; Child-Language; Family-Environment; Language-Acquisition; Preschool-Education
DE: *Family-Influence; *Family-Problems; *Helping-Relationship; *Language-Proficiency; *Preschool-Children; *Public-Support
AB: A study on the improvement of language ability among preschool children in Vermillion, South Dakota, showed a lack of family support and other family problems, such as child abuse and neglect, in the homes of the experimental group children. Educators must redouble efforts to educate parents and the society in general about children's needs. (BB)

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